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ABSTRACT

This book examines an approach to teaching adults, in which teaching and learning are integrated and where the learning task is the overall design, incorporating the lecture or input along with practice. In 12 chapters, the book challenges the reader to describe the difference between teaching tasks and learning tasks and to examine both the theory and the practice of this approach to build useful skills. Chapter 1 examines the assumptions and theories behind the use of learning tasks and proposes a definition of a learning task. Chapter 2 makes a distinction between teaching tasks and learning tasks, and Chapter 3 shows how a curriculum or a single course can be designed using the seven steps of planning to result in a set of learning tasks. Chapter 4 looks at these four types of learning tasks: inductive work, input, implementation, and integration. Chapter 5 examines the verbs that work best in learning tasks. Chapter 6 contains a checklist of principles and examines three levels of questions for program design. Chapter 7 addresses the skills needed to lead learning tasks and to reach diverse learners. Chapter 8 reflects on the issue of time and the learning task, and Chapter 9 demonstrates how this approach to learning can work with diverse topics. Chapter 10 shows how learning tasks can be used with all cultures. Chapter 11 describes using learning tasks on the Internet and for distance learning. Chapter 12 is a synthesis chapter, offering a set of reasons and principles for the use of learning tasks. Three appendixes provide examples of a program using learning tasks, selections from a distance-learning course using this approach, and a set of technical guides to designing and using learning tasks. (KC)